

QUESTIONS AND ISSUES SHEET - TV-10 INPUT Program - "Free to Be"

1. How can we as parents best provide a home atmosphere which nurtures the fullest development of our children's potential instead of imposing our own ideas, goals and stereotypes?
2. How can school and community provide an atmosphere that nurtures growth and diversity instead of imposing enforcement to a single standard?
3. To what degree does the form of interaction with parents, teachers, community etc. bring out each child's unique potential? What kind of inter-personal relationships provide the most favorable atmosphere?
4. Is there only one healthy, mature form of relationship or interaction or growth pattern, as current psychology implies . . . or are there several equally valid?
5. Under what circumstances does the human potential flower best in individual pursuits or in group or community action?
6. Does the familiar reward and punishment approach to channeling personal motivation suffice to bring out full potential?
7. How can a balance be maintained between flexibility and stability in institutions to enable maximum individual growth and maximum benefits of group participation?
8. What is the effect of interaction with peers - brothers, sisters, associates, partners, friends - on developing individual potential?
9. How does each of you affirm yourself and your own life as a person? In relation to other persons? As members of communities?
10. Do concepts of "togetherness", "cooperation", "brotherhood", "integration", "consensus" as goals aid development or growth of the persons involved, or can they be barriers? How?
11. Does rugged individualism actually exist in present-day technologically complex society? Can it?
12. What, if any, persons and institutions do you consider to obstruct the development of your full potential, or that of your children or students, as persons?
13. Which is the more positive force for social renewal: living the fullest life you can, or organizing to oppose attitudes and institutions which obstruct life?
14. In your relationships to institutions, customs and mores do you tend to a) accept them, b) reform them, or c) supersede or replace them?
15. Is the same approach likely to continue throughout an individual's life span?
16. When an individual does change his approach, is this a substitution of one set of social conditionings for another, or the self-discovery of a deeper psychological identity contrary to previous conditionings?



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